

**Welcome Back Snowy Owls**  
**Spring 1 Newsletter**

**Christian Value: Courage**

*Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love - 1 Corinthians 16 13-14*

*Be strong and courageous. Do not be terrified: do not be discouraged for the Lord your God will be with you wherever you go. Joshua 1-19*



**Teachers:**

	Mon	Tues	Wed	Thurs	Fri
AM	Mrs Morris	Mrs Morris	Mrs Morris	Mrs Farmery	Mrs Farmery
PM	Mrs Morris	Mrs Morris	Mrs Morris	Music/ Mr Williams	Mrs Farmery

**Topic:**

This term, our class topic is Geography and we will be learning about rivers. We will learn about the water cycle, how rivers are formed and learn information about famous rivers of the world.

**Writing:**

We will be working on the skills needed to write a diary entry. This will include writing in the first person, past tense, including thoughts and feelings and recounting an incident. We will be practising some of our Y5 grammar such as relative clauses. This will be followed by a couple of weeks on poetry.

**Spelling:**

We will be looking at the suffixes -ity, -ness, -ship and also some homophones. Children will continue to practise Year 3/4 and Year 5/6 words.

**Reading:**

In Guided Reading we are reading the River Boy by Tim Bowler. We will practise key reading skills such as: inference, prediction, explanation, retrieval, summarising and vocabulary.

**Maths:**

This half term, we are completing our fractions module before moving on to more multiplication and division work. Alongside this, we will continue to work on fluency daily so the children become

really confident with the four operations (addition, subtraction, multiplication and division). Please make sure that your child is continually practising their times tables as without this knowledge they will really struggle with the Year Five content.

**Science:**

We have learnt all about Earth, space and the planets and have had a blast!!! (Bad joke Mrs Farmery) We are now learning all about Forces and have so far been using Newtonmeters to record the force required on surfaces with different levels of friction. We will be investigating air and water resistance using practical activities and also learning about an amazing feat of adrenaline sports in the guise of Felix Baumgartner. So all in all another exciting Science unit!

**RE:**

We will be exploring places of worship in different religions and comparing them.

**PSHE:**

In our weekly PHSE sessions we will be covering the unit Dreams and Goals where we explore what we want for our futures.(for more details on Jigsaw see PSHE under the Curriculum section of our website).

**Homework:**

Homework sheets will be sent home on a Monday. This term, we will shortly be introducing CGP Maths workbooks for our weekly Maths homework.

**Summary:**

- ✓ AR quizzes daily
- ✓ Book changes as necessary
- ✓ PE kit on Wednesday
- ✓ Trainers and no earrings Wednesday and Friday

Please contact admin if you have any questions or queries related to your child or their learning. We are more than happy to help.

Best wishes, Mrs Morris and Mrs Farmery

Writing		Maths
Text type: <b>Diary Entry / Poetry</b>		<ul style="list-style-type: none"> <li>• compare, order, add and subtract fractions</li> <li>• solve problems with multiplication</li> <li>• short division</li> <li>• solve problems with division</li> </ul>
<b>Grammar:</b> <ul style="list-style-type: none"> <li>○ Revise word types (nouns, proper nouns, abstract nouns, verbs, adjectives and adverbs)</li> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>○ learning the grammar for years 5 and 6 in <a href="#">Appendix 2</a></li> <li>○ En5/3.4b indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> </ul> </li> </ul>		
<b>Spellings</b> <ul style="list-style-type: none"> <li>○ Y5/6 common exception words</li> <li>○ Ough sound</li> <li>○ Silent letters</li> <li>○ able / ible endings</li> <li>○ isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</li> </ul>		
<b>Guided Reading</b> River Boy by Tim Bowler		<b>Geography:</b> <ul style="list-style-type: none"> <li>○ describe and understand key aspects of: ♣ physical geography, including: rivers and the water cycle</li> <li>○ name and locate ... key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>
<b>RE</b>	<b>Science</b>	
If God is everywhere, why go to a place of worship? <ul style="list-style-type: none"> <li>○ What is a Christian place of worship?</li> <li>○ What is a Hindu place of worship?</li> <li>○ What is a Jewish place of worship?</li> </ul>	Forces <ul style="list-style-type: none"> <li>○ · explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>○ · identify the effects of air resistance, water resistance and friction, that act between</li> </ul>	

<ul style="list-style-type: none"><li>○ Are people more important than the place?</li><li>○ What does a place of worship mean to believers?</li></ul>	<p>moving surfaces</p> <ul style="list-style-type: none"><li>○ · recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li></ul>	
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